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ABSTRACT

This guide is designed for teachers of the "Body Revolution" weight control program. The program may be used either in conjunction with a school program or as an activity for adults in community education programs. The emphasis of the program is on weight loss. Activities are outlined that focus on behavior change, nutrition, and physical fitness. The program is individualized and based on personal performance contracts agreed upon by each student at the beginning of the sessions. The appendices include materials, films, ideas, and handouts that may be used to augment the program. (JD)

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TEACHER'S GUIDE

THE BODY REVOLUTION

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Revolutionize Your Life Through Nutrition, Behavior Change and Fitness

SP 020 550

Teacher's Guide

THE BODY REVOLUTION

Revolutionize Your Life Through Nutrition, Behavior Change and Fitness

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THE BODY REVOLUTION

TEACHER'S GUIDE

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INTRODUCTION

This guide is designed for teachers of the Body Revolution weight control program. The guide has been developed as a companion to the Body Revolution student guide and includes activities for each of the chapters in that publication. Whether you teach young people in home economics courses or adults in community education programs, this guide should assist you in creating effective presentations.

Because each teaching situation is unique, this guide provides numerous learning activities to choose from rather than highly structured daily lesson plans. If you are teaching in a secondary setting and have 20 or more class periods to devote to the program, you may select many of the learning activities suggested for each chapter. If you are teaching adults in an evening program and have only 10 or fewer sessions, you may select relatively few activities for each chapter.

This guide is designed to give equal emphasis to each of the three areas in the Body Revolution program: Behavior Change, Nutrition and Fitness. Although each chapter may focus on one or two of the areas, this guide provides learning activities in all three areas. The reason for this is to help students see the interrelationships among the areas. Some teachers, because of their background in psychology, nutrition or fitness, will emphasize one area to the exclusion of the others. This guide should help bring stronger emphasis to all areas.

The appendices at the end of this guide are included to help you personalize the guide to your own needs. Materials, films, ideas, handouts that you find effective can be added to these sections as you wish. These appendices will allow you to organize new materials you may find and also share your ideas more easily with other teachers.

HOW TO IMPLEMENT A BODY REVOLUTION PROGRAM

- Integrated into foods class. Present a chapter of the Body Revolution once a week in a semester's class. All students use their own copy of the Body Revolution maintaining their own records, and submitting progress report to the teachers.

- Individualized approach. Students would meet during lunch hour, or before or after school to cover concepts in the Body Revolution Curriculum.

- Semester Course. Present information and activities from each chapter of the Body Revolution one to two days per week. A foods lab is conducted once a week stressing nutritious, low calorie foods, and ways to prepare foods which cut calorie content. For two to three days the students are involved in a group physical activity such as dance aerobics, jogging or jump rope.

- Adult - Spouse and family class. Offer an evening course for husbands and wives and family members. They can reinforce each other in implementing the concepts and changing family habits. Physical activities (i.e. dance aerobics) and nutritious, low calories food preparation can be incorporated.

- Family class. FHA/HERO can sponsor a Body Revolution class to help the entire family improve their knowledge, attitudes and habits.

- Titles for classes. Body Revolution, Fitness for Life, Body Clinic, Body Repair Course, Body Mechanics, etc.

MEASURING THE EFFECTIVENESS OF THE BODY REVOLUTION PROGRAM

Goals of the Program

One of the strengths of the program is that it has a clear overall goal: to establish lifetime habits that produce physical fitness. But there is more to the Body Revolution than simple weight control. Many programs result in weight loss. This program aims to help students realize permanent life-long control of their weight. Therefore, the secondary goals involving behavior change, fitness and nutrition are as important as the primary goal of weight control.

Student Contracts

Teaches of the Body Revolution program have found it effective to have students contract at the beginning of class for a grade or tuition refund. An example of a contract is included at the end of this section.

Measuring Student Progress

Weight loss. At the beginning of each session or once each week, students should weigh in using the same scale and wearing similar clothing. During this weigh-in period, other students should be involved in a meaningful activity so that their time is well spent while they're waiting to weigh-in. It is important that the student's weigh be kept a confidential matter between student and teacher. Many teachers (working with adults in evening programs) establish a contingency of 10-20 pounds weight loss over a ten week period. If students lose the required amount, they are refunded part of their tuition.

Nutrition. The Food Intake Record is a measurement tool built into the program to assess students' use of sound nutritional principles. You may choose to simplify the form as students become accustomed to it, but should continue to encourage students to use it so that both you and they can see their progress with eating habits. Each student will need to improve nutrition in certain unique ways.

Keep the Food Intake Records from the beginning of the course so that you can compare students' habits at the conclusion of the course. Each form should be evaluated on the basis of sound nutrition. Are students consuming foods from each of the basic areas? Are they beginning to eliminate "empty calorie" foods which are high in sugars but low in food value? Is portion size becoming less of a problem?

Fitness. Each student's fitness program should be evaluated at least once each week. The following questions should be posed to each individual during such an evaluation:

1. How often do you participate in an aerobic exercise for at least 20 minutes?
2. Which aerobic exercises are you now doing?
3. Which exercises do you enjoy the most?
4. If you are not now participating in an aerobic exercise at least five times each week how do you plan to increase your participation?
5. How do you plan to make regular aerobic exercise a necessity in your life, rather than a luxury?
6. How often do you participate in exercises that are not aerobic?
7. How do you plan to increase your involvement in flexibility and muscle strengthening exercises?
8. How will these exercises become an integral part of your life?

Behavior change. The Point Reward Sheet is designed to measure the amount of actual behavior change made by each student. Once this sheet is introduced, it should be used regularly to help assess the specific changes students are making. It is important to emphasize with students that they are not expected to make sweeping "overnight" changes in their behavior. If they have eating and behavioral habits that have been engrained over many years, immediate perfection is an unrealistic expectation. Help them to see the Point Reward Sheet as a tool to help them make small changes one at a time. Help them analyze the reasons for their poor habits and devise ways to change their environment and reinforcements so they can begin to replace "fat" habits with "thin" ones. Keep copies of these Point Reward Sheets so you can compare early reports with later ones.

Recording Progress

Use the following form to record the progress of each student.

Student Progress Record

Name _____ _____

Address _____

_____ Zip_____

Phone _____ Work Phone _____

Type of work _____

Age _____ Height _____ Weight _____

No. of children ____ Marital Status _____

Reason for taking weight control class now ____

_____

Previous diets _____

Weight loss _____ Weight Gained Back _____

Special dietary problems _____

_____

Most ever weighed _____ Least _____

Excused absence ____ _____

Paid $_____ Receipt _____ Refund $_____

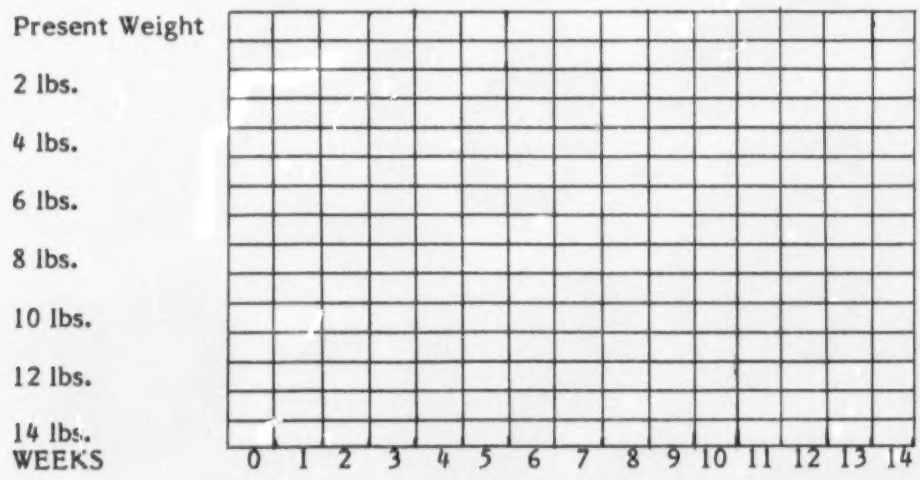
Date _____ _____

WEIGHT RECORD

Class	Date	Weight	Records	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

WEIGHT RESPONSE CHART

The weight reduction curve (rate) that you should attain has been indicated on this chart. You should mark your own progress by weighing yourself once a week (at the same time and on the same scale) and putting a dot on the proper place. Thus you can compare your weight loss with the planned loss.



CONDITIONS FOR STUDENT CONTRACT

I. Contingencies

A. $5.00 refund or B grade - Perfect Attendance

B. $5.00 refund or B grade - Food Intake Record and completed Point Reward Sheet handed in each week.

C. $10.00 refund or A grade - Weight goal achieved

II. Perfect Attendance

A. No exceptions - if problem, see me after this class.

B. May attend class in another school - ask for schedule of classes or check brochure for times and dates.

C. Attendance is verified by record of weekly weight measurements on card. Weighing is done before class; please be on time. However, weighing in and then leaving does not constitute attendance.

D. If you attend another class, get weight recorded on a card or paper with teacher's signature.

III. Food Intake Record

A. For this week - it's just to find out about you and your habits - no binges or diets.

B. Record used for teacher and in class evaluation:

1. Make record complete - amounts, specifics.

2. Make record truthful - you can only cheat yourself.

C. Food Intakes record will be handed in before class begins.

D. All Intake Records will be kept in a folder for reference.

STUDENT CONTRACT

I, _____, hereby accept the following conditions for monies to be refunded at the completion of this Weight Control through Good nutrition and Behavior Modification Program:

1. $5 will be refunded for weighing in and attending each class.

2. $5 will be refunded for completed weekly Food Intake Records and Point Reward Sheet.

3. $10 will be refunded for losing _____ lbs.

_____ Date

_____ Signature

_____ Teacher's Signature

CHAPTER 1

A HEALTHY APPROACH TO WEIGHT CONTROL

Session Purpose: To help students understand the importance and inter-relationship of the three aspects of weight control--changing behavior, fitness and nutrition.

CHAPTER 1: A HEALTHY APPROACH TO WEIGHT CONTROL

Behavior Change Activities

- Bag of Sand. Assign the students to carry around for a day a 10 pound sack of sand to help them understand what it feels like to have your body carry 10 pounds of extra weight. Explain that one reward for behavior change is the increased energy you feel after losing excess fat.

- Behavior Test. Give a pretest on "Nutrition and Exercise Patterns" as a basis to measure changes as a result of the program. Show students how they can monitor their own progress in behavior change using this test.

- Positive Change. Have students list challenges or goals they have overcome and achieved. Point out to them that they can change their own behavior, even though they have not yet been able to change their eating and fitness habits. Emphasize the importance of permanent behavior change for successful weight control.

- Label Game. As students enter class a label is put on their back such as skinny baby, an orexia nervosa, muscle man, slim and trim, jolly fatso, Jack Spratt's wife, vegetarian, jogger, junk food junkie, munch mouth, fitness freeak. By asking questions, each individual guesses what their label is. This activity is appropriate to motivate and stimulate interest.

Nutrition Activities

- Cartoons and Ads. Display various cartoons, posters or advertisements which deal with eating habits or nutrition. Ask the students to look through magazines for cartoons or advertisements that depict both bad and good eating habits. Have each student discuss a cartoon or advertisement and explain why it is good or bad.

- Observation. Assign students to observe and record the eating habits and body size of people they see during the next week. Following their observation, ask them to share their reactions to the eating habits of the people they observed.

- Good Eating Habits. Have students compile a list of good eating habits they already possess, (i.e. like vegetables, drink skim or 2% milk). Emphasize that we all have some positive eating habits. We all like some nutritious foods. Explain that this weight control program will help all students build upon their positive eating habits, as well as helping them to change their "fat" eating habits.

- Special Dietary Needs. For students in this category (diabetes, heart disease, hypoglycemia, anorexia nervosa, etc.) this class is best taught by a professional dietician in combination with a medical doctor who can together prescribe an appropriate diet.

Fitness Activities

- The Carrot Burn. Demonstrate the value of increasing activity level by having students burn the number of calories consumed by eating a 3/4 inch carrot piece.
  Procedure: Have six students eat the piece of carrot then assign one student to do each of the following activities for the designated time.
  jump rope - 1/2 minute
  running in place - 1/2 minute
  bicycling - 1 1/2 minutes
  walking - 2 minutes
  typing - 4 minutes
  sitting - 10 minutes
  Discuss the results and what the students would conclude.

- Fitness Test. Each student can test their physical fitness by following the directions in the Body Revolution student manual. Demonstrate the test by having three or four students follow the procedures in front of the class. Next, have students pair up and go through the fitness test procedure together. Discuss the importance of measuring your recovery pulse rate periodically.

- Athlete Interview. Ask students to interview one of their favorite athletes about the athlete's personal fitness program. Have students share their findings in class by discussing their interviews. Explain that many athletes devote much more time to fitness than is necessary for a nonathlete desiring to be of normal weight. Encourage students to emulate at least one fitness activity or pattern revealed during the discussion.

CHAPTER 2:

WHY DO I WANT TO LOSE WEIGHT?

Session Purpose. To assist students in identifying their own personal reasons for controlling their weight and to help them recognize their present eating habits.

CHAPTER 2: WHY DO I WANT TO LOSE WEIGHT?

Behavior Change Activities

- Values Clarification. Have the students complete the two values clarification activities in the student manual. Discuss students' responses to these exercises. In the discussion encourage students to identify their real purposes for controlling their weight.

- "Killing Me Softly." Show the film "Killing Me Softly." If the film is unavailable, use magazine advertisements to show how impossible it is for women to measure up to the totally unreal perfect body image that surrounds us in the media. Discuss the dangers of trying to lose weight in order to match these distorted images of women (or men).

- Why Change Behavior. Discuss the positive effects on self-esteem when people gain control of their behavior. Point out that improved body image is only one aspect of self-esteem and that self-control is another powerful aspect. Ask students to discuss their feelings when they have lost control and gone on an eating binge. Did the overeating help them feel better or worse about themselves? Why? Ask them to show recent examples of self-control. How did they feel when they resisted overeating? How did it make them feel about themselves?

- Ranking Reasons. Have students rank their reasons for losing weight using the exercise in the student manual. Discuss student's responses.

- Weight Response Chart. Introduce the "Weight Response Chart" and assign students to keep track of their weight loss using this chart.

- Map or Thermometer. Each time the class weighs in, total the amount of weight lost by all class members and record it on a large thermometer or map you post on the wall. The map could show a destination you plan to visit as a class upon completion of the program. Bench marks on the thermometer or map could be designated with number of pounds lost each week.

CHAPTER 2: WHY DO I WANT TO LOSE WEIGHT?

Nutrition Activities

- Food Intake Record. Have students fill out a Food Intake Record including everything they have eaten during the day of the class. Discuss briefly each of the categories of the record: 1) time you ate, 2) what you ate, 3) feelings, 4) where you ate, 5) what you were doing, 6) who you were with. Assign students to use the Food Intake Record at home to record their eating patterns.

- Weight Response Chart. Have students fill out the Weight Response Chart by locating their present weight, their ideal weight and drawing a line between the two points. It is important that the students understand that one to two pounds of weight loss per week is optimal. They should not try to exceed their goal by losing 3-4 pounds of weight per week. This often causes muscle loss instead of fat loss and can cause other health problems. The chart may need to be extended for students needing to lose large amounts of weight.

- Why Eat Nutritiously. Assign students in advance to present skits about the benefits of nutrition. Some of the following topics may be helpful as suggestions:

  Nutrition helps people:

  1) Have less tooth decay
  2) Have healthier babies
  3) Be mentally more capable
  4) Feel more energetic
  5) Avoid disease

  Each skit can be written and performed by students. After each skit is completed discuss the main point of the skit and relate the topic to the main purpose of this chapter ("Why Do I Want to Lose Weight").

- Food Intake Record. Assign students to begin to use the Food Intake Record shown in the student manual.

CHAPTER 2: WHY DO I WANT TO LOSE WEIGHT?

Fitness Activities

- Personal Visit. Have a previous student return to class and discuss how improved fitness increases personal fulfillment and well being. Discuss with the class how fitness can be an important reason for weight control.

- Resting Pulse Rate. Have all students monitor their resting pulse rate. The easiest way to do this is to ask students to find their pulse on their neck, count its beats for 15 seconds, and then multiply by 4. Pass a sheet of paper around the room and have students write their name and pulse rate in beats per minute. After all students have written on the sheet, discuss the large discrepancies among students. Emphasize the important connection between heart rate and fitness. Have a student use the chalk board to determine how many more times an unfit person's heart beats (80/minute) compared to a more fit person's (50/minute) during an eight hour night of sleep. For example:

  8 hours times 60 minutes = 480 minutes x 80 heart beats = 38,400 total heart beats per night.

  8 hours times 60 minutes = 480 minutes x 50 heart beats = 24,000 total heart beats per night.

  38,400 - 24,000 = 14,400

  Emphasize that over one month's time the fit person's heart beats 432,000 times less than the unfit person's heart. (14,400 x 30 = 432,000).

- Ten Things. Have students complete the "Ten Things I really Love to Do" exercise in the student manual. Discuss the implications of this activity.

CHAPTER 3:

CAN I CHANGE MY EATING HABITS?

Session Purpose: To identify and practice ways of changing undesireable eating habits to positive ones which will improve overall health.

CHAPTER 3: CAN I CHANGE MY EATING HABITS?

Behavior Change Activities

- Change Takes Effort. Ask each student to select a minor habit to change in order to demonstrate that it does take a conscious effort to change habits, such as wearing your watch on the other hand, changing the sequence of a daily routine, taking a different route to work or school. Have students share their feelings about this exercise in the next session.

- Cleo Awards. Observe videotapes of Cleo awards (advertising awards) or tape TV commercials, and discuss techniques advertisers use to encourage individuals to change purchasing or consuming habits. Examples--Song for soda pop you can't forget, Burger King, Big Mac attack. Emphasize the powerful impact the media have on our eating habits. Have students share personal experiences of buying some food because they heard it advertised.

- Successful Students. Have persons who have successfully completed the program share their experiences and reactions conerning ways in which they permanently changed their habits.

- Non-food Rewards. In class have students brainstorm non-food rewards which can be given for success in changing eating habits, i.e. a movie if they had only one cookie, a book to read if they resisted dessert, a piece of jewelry if you ate slowly, time to relax if you ate in one place, athletic equipment, clothes, physical activities (sailing, swimming, water slide), piano lessons, concerts.

- Traditions. Using the reasons from the overeating check list trace the history and roots of negative eating habits. Discuss why such practices become traditions and ways they can be changed. For example, students may discover that they always eat too much red meat because their parents grew up with very little meat and then overcompensated by serving it too often.

- My Eating Problems. After students have completed this form in the student manual, discuss their reactions.

- Point Reward Sheet. Introduce this sheet only one section at a time as suggested in the student manual.

CHAPTER 3: CAN I CHANGE MY EATING HABITS?

Nutrition Activities

- Junk-food Escapes. Have students list all of the junk-food items they eat when they are overly depressed, worried or excited. Explain that we often retreat to non-nutritional foods because the fats and sugars seem to help improve our emotional moods. Encourage students to replace these junk-food escape behaviors with long walks or some other form of exercise.

- Dessert Binges. Since many of us have difficulty eating moderate amounts of dessert foods, discuss techniques for eating only one serving of pie, cake, cookies, ice cream, or other high sugar desserts, i.e. eat very slowly and enjoy each bite, prepare the serving then put the remaining food away, use a small serving dish, program your body to self distract after 5 bites, jog off one dessert serving before you can have another. Think of the whip cream hardening in your arteries or the cavity starting in the tooth.

- Comparing Snack Foods. Display a group of non-nutritious snack foods (jelly beans, soda pop, suckers, etc.) and a group of nutritious snack foods (vegetables plate, popcorn, fruit plate, etc.). Have students calculate the calories for an average snack from each group. Next, ask students to determine the amount of nutrition (vitamins, minerals, proteins, carbohydrates, etc.) obtained from each snack.

- Evaluating My Eating Habits. Discuss this exercise found in the student manual.

- FBI Organization. Fat Bottoms Incorparated (FBI) squad is organized to help students become aware of their eating habits. When students are observed eating junk food an FBI sticker is applied to the derrier.

CHAPTER 3: CAN I CHANGE MY EATING HABITS?

Fitness Activities

- Diary. Have students record their personal feelings each day following their fitness routine. (They might also be encouraged to write reactions to their changes in eating habits.) Following several weeks of activity ask several students to voluntarily share some of their entries. Emphasize the fact that physical exercise becomes more enjoyable and easier as muscles develop and the cardiovascular system improves.

- Interview. Ask students to interview people who have made fitness a regular habit. Have them ask people if fitness activities affected their eating habits. Discuss the results of the interviews in class.

- Professional Visit. Invite a physical therapist or fitness expert to visit the class and demonstrate proper methods for warming up before engaging in physical activities.

- Breathe Through a Straw. Give a normal length soda straw to each student. Ask them to breathe through the straw holding their nostrils. After they begin to feel short of breath, thave them take their pulse rate. Repeat the exercise after having them cut the straw in half. Explain how this activity is analogous to the extra effort our heart must make to pump blood through longer capillaries when we have excess fat on our bodies.

- Body Makers not Cookie Bakers. Have the class prepare a nutritious snack with the same number of calories as a planned physical activity. Later in the class period eat the snack and engage in the physical activity.

CHAPTER 4

DO I EAT THE RIGHT FOODS?

Session Purpose: To help the participants analyze the types and amount of foods which are consumed, and increase knowledge or proper nutrition.

CHAPTER 4: DO I EAT THE RIGHT FOODS?

Behavior Change Activities

- Eating Out. Using menus from various fast food restaurants, have students determine ways to stay within the exchange list and have a nutritionally balanced meal when eating out. Groups of students may be assigned to do different restaurants. For example, one group may do a Mexican fast food restaurant, another a hamburger establishment, another a steak house, and another a fried chicken outlet. Have groups share their results. Discuss the importance of eating nutritionally balanced meals, even when eating out.

- "With a Song in My Stomach." Explain that one way for us to eat the right foods is to sing a song or repeat a jingle when we are faced with the wrong foods. Ask students to write their own funny jingles; then say or sing the rhymes in class. For example:

  "Not cookie bakers, but body makers."
  "If you can't lick 'em, smell 'em, it's less calories that way."
  "Eat, drink, and be merry for tomorrow I won't be able to fit into my pants."
  "Don't let licorice lick you."
  "Cookie Crumble"
  "Tootsie Roll"
  "Cookie jar"
  "Hershey harrasses me"
  "Bagel bulges you"

- The Will Power to Say-No Thank You. Rehearse in small groups appropriate ways to decline foods which are not included on the exchange list on a second helping when offered. Responses to well-meaning individuals who try to limit your physical activity could also be included, i.e., offering you a ride when you could walk.

- Tips for Eating Out. Order dressing on the side, lemon on salads, select a food prepared with the least amount of fat and sugar, drink water for beverage, order skim milk or buttermilk, avoid "all you can eat" places, determine before hand what you can order, get someone else to order the dessert and have just a bite.

CHAPTER 4: DO I EAT THE RIGHT FOODS?

Nutrition Activities

- Calories. Display eight to twelve food items for students to rank-order from lowest to highest calorie content. The portions of food will be such that each is about 100 calories, i.e. 1 T butter, large head of lettuce, 1 small apple, 1 T walnuts, 1/4 peanut butter sandwich, etc. Discuss the students' rank orderings. Emphasize the implications of this activity for proper nutrition and weight control.

  (5 (3 1/2") french fries, 1 medium banana, 1/8 c. jelly beans, 2 c. fresh strawberries, 2/3 oz. chocolate bar, 2 c pop corn (popped in oil without butter), 2 (2 1/2") peaches, 1 egg scrambled with milk, 1 (2") biscuit, 1 oz. cheese)

- Balanced Meal. Provide an opportunity for students to practice determining portion sizes and a balanced meal using the Basic 5 chart. Actual foods or plastic models can be used. Discuss the results of this activity by asking students to compare their usual portion sizes with the proper portion size. Ask students to determine types of foods for which they need to change their portion size.

- Chart Progress. Have students select a specific food which may be a weakness for them and chart their progress in reducing the amount they consume, i.e. soft drink, licorice, chocolate donuts. This activity is especially helpful for those who may not need to lose weight but have poor eating habits. Have students share successes in class.

- Is My Diet Balanced. Introduce the exchange system; have students evaluate their present eating habits; and ask them to plan their meals using the charts found in the student manual.

- Lettuce Contest. Sponsor a lettuce eating contest in which the participants are allowed to eat the amount of lettuce which would equal the calorie content of a piece of pie. The last person finished is the winner - reinforcing the concept of eating slowly.

Fitness Activity

- Fitness and Nutrition. Explain the interrelationship between physical fitness and nutrition. Have students select a food that they have often consumed which is not on the exchange list. Ask them to determine how many minutes they would have to walk (burning 6 calories/minute) to burn off the serving of food. Discuss the implications of eating high sugar of high fat foods for fitness.

- Exercise as a Reward. Ask students to brainstorm ways in which exercise can be used as a reward for eating nutritionally balanced meals. For example, students may suggest that they reward themselves with a game of tennis, racquetball, or golf for proper eating habits.

- Fitness and Holidays. Have the class break into groups and make a list of ways physical exercise can replace some of the eating we normally do at holiday celebrations. One group could do Christmas, one Labor Day, one Memorial Day, one Easter, etc. Some students may suggest sleigh riding for Christmas, horseback riding for Labor Day and an Easter Hike. Discuss ways these ideas could be introduced to other family members.

CHAPTER 5

HOW CAN I BECOME PHYSICALLY FIT?

Session Purpose: To help students understand the relationship between exercise and weight control and to implement a personal fitness program.

Behavior Change Activities

- Do It Today. Ask class members to raise their hands if they exercised for at least 20 consecutive minutes during the day. Discuss the importance of modifying daily routines to make room for both aerobic and anaerobic exercise. Ask students to share success experiences of changing their life patterns to include a fitness program. Play an audiotape of a former student who successfully implemented a personal fitness program.

- Find Something You Like. Emphasize the importance of finding exercises you enjoy. Ask to raise their hands if they have ever begun jogging programs and stopped because they didn't enjoy it. (Remind students that people often dislike jogging because they push themselves too much too soon, but that some people never enjoy jogging even if they build up slowly.) Discuss alternative aerobic exercises such as: swimming, cycling, walking, running in place (or on a mini-tramp), rope skipping, stair climbing, etc. Discuss the benefits of finding two or three exercises that are enjoyable (this provides variety, it builds different muscle groups, and the weather is less likely to interfere with your program).

- Share your fitness program. Discuss the benefits and problems of companion fitness programs.

Benefits	Problems
1. You can motivate each other.	1. You may be at very different fitness levels.
2. You can talk while you're exercising.	2. If your partner quits, you may quit too.

Challenge each student to discuss their fitness program with a close friend or family member. Emphasize the benefits of explaining to someone else why you have begun a fitness program.

Nutrition Activities

- Calories and Exercise. Explain that different exercises burn different amounts of calories per minute. For example, if you weigh 150 pounds, you would burn only 162 calories playing golf for 30 minutes, or 423 calories jogging for 30 minutes. Have students select an exercise on the Energy Expenditure Chart and exercise for 10 minutes during class. Then ask them to determine the number of calories they've burned by looking on the chart under their particular weight. Next, ask the students to look at a calorie counter chart and find a food they have eaten (or plan to eat) which contains the approximate number of calories they have just burned. Remind students that exercise, if done consistently, will actually help them burn more calories than is indicated on the chart because their body will become more efficient at burning fat and will burn more calories during periods of rest.

- Nutrition, Calories and Exercise. There is evidence to show that when we eat "empty calories" such as soda pop, we get only a short spurt of energy that does not last. Because the incomplete carbohydrate enters our bloodstream quickly, the energy derived from "empty calories" wears off rapidly. Explain to students that complete proteins and carbohydrates are needed to fuel their fitness programs. Have students find "rootbeer" on the calorie chart (150 calories per 12 oz.). Ask each student to then find as many items as they can from each of the four food groups that add up to 150 calories. Next have students select five exercises and determine how many minutes they would need to do the exercise to burn approximately 150 calories. Call on several students to share their 150 calorie combinations. Emphasize the nutritional value of the foods selected from the four food groups as opposed to the root beer.

- Daily Soap Opera. Perform a daily soap opera about nutritious snacks over your school intercom. Characters in "Young and Hungry" could be M. T. Calorie, Doc, Nutricia, and Dinah Mite.

- The Real Commercial. After discussing the basic four and nutrient density have students rate TV commercials for truth in advertising. Divide into groups and have students write and present their own commercials on products for what they can "really" do or not do. Videotape and play it back for the class.

CHAPTER 5: HOW CAN I BECOME PHYSICALLY FIT?

Fitness Activities

- Lean Versus Fat. Bring a raw pot roast to class, hold it up and point to the lean, then the fat tissue. Discuss the importance of both types of tissue (we all need some fat for storage and lean for muscle). Explain that the lean tissue burns calories and that the fatty tissue stores calories. Talk about the importance of fitness in a weight control program. Emphasize the fact that we all want to lose fat (you could cut some fat off of the pot roast and hold it up) and no lean tissue (cut some red meat off). When we lose lean tissue, we lose muscle and, hence energy.

- Discuss the importance of building muscle through exercise while you take off fat. If we lose more than 1.5 pounds per week, we run the risk of losing lean tissue. Show how most diets cause us to lose lean tissue and feel tired. Remind students that when they don't increase their ratio of lean to fat, they will probably gain the weight back because they have not increased their body's ability to burn calories.

- Give Your Heart a Break. Show a diagram or draw a picture on the board showing that we have three miles of capillaries for each pound of flesh. Allow students to break into two groups. Give one group a roll of red string measuring 250 feet in length. Explain that each foot of string represents 1,000 feet of capillaries and that the length of this string represents the amount of capillaries in 25 pounds of weight you might lose. Give the other group a string measuring 160 feet in length and explain that it represents the amount of capillaries for 10 pounds a person might lose. Have each group unravel the string in the hallway to see how long it actually is. Discuss the extra burden excess weight places on the heart.

- Fitness Test. Have students test their own fitness time using the test described in the student manual.

CHAPTER 6

WHY DO I OVEREAT?

Session Purpose: To help students respond to food intake as a physical need rather than an emotional or social one.

CHAPTER 6: WHY DO I OVEREAT?

Behavior Change Activities

- Stress Workshop. Provide a workshop dealing with how to relieve stress thus reducing the amount of food eaten as a reaction to stress.

- Values. Through value clarification activities, help the students to prioritize goals in their lives including changing of food habits. Discuss the role of personal values in weight control. Emphasize the importance of students understanding their own value system.

- Time Management. Conduct a session on strategies for improving time management. Time pressures and skipping meals often results in poor nutrition and unwanted weight gain. Give students techniques (charts, etc.) for helping them to record their use of time. Have students compare their time management charts with their values clarification exercises to see if they are actually spending time doing the things they value most.

- When Do I Overeat. Discuss this exercise found in the student manual.

- Categorizing Your Reasons. Discuss this exercise and have students also suggest solutions to the problems they have cited.

- Contribute to Your Foe. Tell students who will receive a refund that if they do not reach their goal, the money will be contributed to the political party of which they are not a member.

CHAPTER 6: WHY DO I OVEREAT?

Nutrition Activities

- Tomorrow Never Comes. Organize a "Tomorrow Never Comes" day with a public relations campaign for the school or community stressing the time to start improving nutrition and health is today. You may have former students speak to the class about their decision to control their weight and their wish that they had started sooner. A medical doctor or nurse could also speak about their experience with patients in the hospital who died because they never "got around to" a weight control program.

- Tutor a Friend. Sometime the best way to learn is to teach others. Assign students to choose an individual they can teach the nutritional concepts represented in class taught thus far. Allow students to choose one of their favorite concepts or activities to share with friend or family members. Discuss in the next class the results of the tutoring. Did the friends already know the concepts? Did they decide to change their own eating or fitness habits as a result of the tutoring.

- Case Studies. Provide case studies concerning overweight individuals. After reading the case studies, the students will determine what alternatives are available for the character of the case study and the consequences of the possible decisions.

- Computer Analysis. Obtain a copy of the Nutrient Density Program Kit from Utah State Foundation, Logan, Utah. This program can be used to help students analyze the nutritional quality of their own diets. The kit is designed to be used on an Apple II computer. It can be obtained through any USU extension office. Services for implementing this program are available to the public.

Fitness Activities

- Motivate a Friend. Assign students to motivate someone else to start regular physical activity. A buddy system or partner can reinforce daily activity and avoid procrastination. Have students share the ways in which they motivated a friend to participate with them in their fitness program.

- Exercise Burnout. Have a panel of dedicated exercisers discuss "avoiding exercise burnout" or how to have a regular physical activity program you will continue. Encourage each student to develop a personal plan for avoiding exercise burnout. Ask students to report back on their success in continuing their fitness program.

- Attitudes to Fitness. Discuss the importance of developing a positive attitude toward fitness activities. Ask students to assess their own attitudes towards various exercises (jogging, swimming, rope jumping, walking, tennis, golf, football, basketball, etc.). Why do some students like an activity and others hate it? Discuss the importance of finding activities you like - or developing an enjoyment for activities you may not have liked in the past. Brainstorm ways to enjoy fitness activities and improve personal attitudes toward exercise.

- Mini Marathons. Organize a Studentbody Mini Marathon to stress physical awareness and endurance along with having fun! Thirty minute mini marathons can be held during lunch hour with all students encouraged to set records in any area pertaining to physical movement. Records can be set in chewing gum, turning somersaults, dribbling a basketball, push-ups, sit-ups, and many others. As each record is set a giant yellow star with the participant's name printed on it is placed on a giant bulletin board to recognize their achievement. Mini Marathons can take place once a week to see who can break the most records and become a Studentbody Super Star!

CHAPTER 7

WHAT MAKES ME THINK ABOUT FOOD?

Session Purpose: To make students more aware of stimuli which motivate overeating and to provide students with skills for coping with these stimuli.

CHAPTER 7: WHAT MAKES ME THINK ABOUT FOOD?

Behavior Change Activities

- Temptation's List. Have students make a list of the factors and situations in their everyday life that tempt them to overeat. Discuss the lists in class. Emphasize the importance of avoiding as many of the factors as possible. Have students share successful techniques for controlling themselves when faced with the factors on their list.

- Donut Vendor. In the middle of a class discussion plan to have a donut vendor (or candy salesman) enter the classroom and give the class a convincing sales pitch. Let the class members respond to the vendor. After the person has left the room discuss the reactions of students to the sales pitch. How many would have bought the food had the salesman actually been selling it? Discuss effective techniques for avoiding candy and pastry salesmen, as well as snack food displays in stores.

- Advertisements. Have students role-play one of their favorite and most tempting food T.V. advertisements. Discuss effective ways of resisting the advertisements on T.V., radio, in the newspaper, etc.

- Identifying My Personal Stimuli. Discuss this exercise found in the student manual. Also have students complete the sheet entitled, "Controlling My Personal Stimuli."

CHAPTER 7: WHAT MAKES ME THINK ABOUT FOOD?

Nutrition Activities

- Refreshment Recipes. Have students contribute their favorite refreshment recipes (with foods from the exchange list) for inclusion in a recipe book. Discuss the importance of training ourselves to enjoy more nutritious foods for parties and social functions.

- Candy Counter. Ask for a student volunteer to meet with the owner of a candy counter and convince the owner to stock half of the counter with nutritious snack foods and the other half with more traditional candy. Have the student talk with the owner later to determine how much of each type of food has been sold. Discuss the benefits of developing habits of eating nutritious foods rather than candy.

- Eating Slowly. Have two pairs of students role-play different eating paces. Provide each pair with a raw vegetable plate and ask the class to time them for one minute. At the beginning signal one pair should eat slowly (talking, taking small bites, pausing, etc.) while the other pair eats at a faster pace. At the end of the minute, ask someone in the class to total up the number of calories consumed by each person. Multiply this number by 20 (as if the people had been eating at the same rate for 20 minutes). Discuss the broad discrepancy of calories between the two pairs caused by their rate of eating. Encourage students to practice eating slowly as one of the most powerful ways of controlling personal stimuli. Instead of taking roll conventionally students report how many servings they had in each of the groups and also report the cheats or (junk foods). After 3 weeks students figure percentages in each of the food groups and respond to a questionnaire on personal behavior change, less tired, clearer complexion, etc.

- Nutritions Snacks: An important part of "the experiment" above is not having junk foods. Therefore, for our labs during those three weeks we share and prepare all the recipes we can for nutritious snacks. The kids really get into this.

- Visit to a Grocery Store. Divide class into groups fruits/vegetables, grains, meats, milk products, junk foods. Give each group a handout to check off and rate foods in each group from excellent to poor considering nutrient density, number of additives and dyes, caloric content, etc. Time the experiment and share the information back in class for exciting discoveries.

CHAPTER 7: WHAT MAKES ME THINK ABOUT FOOD?

Fitness Activities

- Monitoring Appetite. Explain that we usually eat not because we are really hungry, but because something in our environment made us think of food. Discuss the effect of physical activity on our appetite. Help students understand that heavy nonaerobic activities can increase our appetite (start/stop activities such as yard work, weight lifting, etc.) while aerobic exercise seems to depress our appetite (jogging, distance swimming, etc.). Have two students engage in 20 minutes of physical activity (one aerobic, one nonaerobic), then discuss how their appetite was affected. Challenge students to monitor their own appetite following different types of activities. Emphasize the role of aerobic exercise as a tool for controlling stimuli which cause us to overeat. Students should select an exercise to use, when they feel like overeating or eating at the wrong time.

- Find a Partner. Because other people often help cause us to overeat, students should be encouraged to identify people who will help cause them to keep pursuing their fitness program. Discuss the importance of having friends who are interested in fitness to help offset the negative effects of friends who are always pushing food in front of us.

- Replace Food with Exercise. As students list places and times they have overeaten, challenge them to find an appropriate exercise they can do in place of the snack. For example, rather than eating a "midnight snack" of ice cream they may choose to exercise for 30 minutes on a mini tramp or exercycle in their bedroom.

CHAPTER 8

IS MY DIET HEALTHY OR HARMFUL?

Session Purpose: To help students identify the characteristics of a safe effective weight control program and to avoid dangerous fad diets or fitness programs.

CHAPTER 8: IS MY DIET HEALTHY OR HARMFUL?

Behavior Change Activities

- Fad program advertisements. Discuss the importance of permanent behavior change as a component of any effective weight control program. Explain that this component is nearly always missing from so-called fad diets that promise immediate weight loss with little or no effort. Give each student (or group of students, if you break into groups) a collection of recent advertisements for fad diets. Ask students to read through the diets and identify the component of permanent behavior change. Discuss the reasons why none of the programs have this component.

- Former students. Have former students return to class and discuss the fad weight control programs they have tried. You may ask them the following questions to emphasize the importance of behavior change as a critical component:

    1) When you went on the fad diet(s), did you make any changes in your eating habits?

    2) Did any of the diets encourage you to maintain a personal fitness program?

    3) Did the diet include any contraptions (waist belts, etc.) or pills to help you avoid making behavior changes?

    4) Did the diet advertisement say you would have to change your behavior or did it say weight loss would be fast, easy and painless?

    5) What were the extra costs of the diet?

- Poster Contest. Have a poster contest in which students make a poster about the dangers of fad diets (or other topic). Display the posters in the student commons area and have all students in the school vote on the best poster. Give a reward (ie. athletic equipment) to the winning artist.

CHAPTER 8: IS MY DIET HEALTHY OR HARMFUL?

Nutrition Activities

- Effective Nutrition. Write the words, "safe" and "effective" on the board. Tell students that a weight control program must be both nutritionally safe and effective to be a good program. Have students brainstorm the characteristics of a program that is nutritionally safe (i.e. includes food from each basic food group, supplies adequate amounts of all essential nutrients, etc.) and effective (i.e. includes only foods that you could continue eating the rest of your life, encourages evenly spaced meals without frequent fasting, etc.).

- Diet Analysis. Hold up a grapefruit (or banana, and say, "how many of you have heard of the "grapefruit diet" or the "banana diet?" Ask students to analyze the diets for nutritional value. Have them determine the percentage of Recommended Daily Allowance of essential nutrients will be supplied by such fad diets. You may find it effective to give students empty yogurt containers or soup cans which list the nutritional contents of the products. Ask students to imagine a "yogurt diet" of 3 servings of yogurt each day. Have students identify which important nutrients are missing, when only one food group is included in a total diet.

- Diet Search. Have students find descriptions of fad diets in local publications. Ask them to do a nutritional analysis of the diet and determine if it is safe. Discuss the results of the search in the next class.

- Cost Analysis. After students have identified fad diets, ask them to compare the cost of each fad diet with the cost of the Food Exchange diet in which you simply eat well balanced meals with moderate portion size. Have students share their cost analysis results in class.

- Food Facts and Falacies. Discuss this exercise found in the student manual.

CHAPTER 8: IS MY DIET HEALTHY OR HARMFUL?

Fitness Activities

- Effective Fitness Programs. Have students write down an ideal fitness program for themselves and share it with other class members. Discuss the individual nature of any fitness program. Emphasize the importance of each of the major components in an effective fitness program. Warn students against popular fitness fads that may be expensive and unsafe.

- Fitness Survey. Ask students to give the following survey to five friends. After the students have completed the survey, have them discuss their results with the class.

Fitness Survey

1) Do you have a personal fitness program? If so describe what you do each day.

2) Have you ever heard of a weight control program that promised weight loss without exercise? If so describe the program?

3) What is the difference between aerobic and anaerobic exercise?

4) Why is each type of exercise important to a total fitness program?

- Exercise Search. Ask students to search through magazines, pamphlets or books to find weight control programs that recommend no exercise. Next, ask them to find programs that suggest inappropriate exercises (i.e. exercises that can hurt your back or totally anaerobic exercises that won't help you make any permanent changes in your metabolic rate).

CHAPTER 9

HOW CAN I MAINTAIN MY IDEAL WEIGHT?

Session Purpose: To help students design a personalized program that will assist them in maintaining their ideal weight and fitness level.

CHAPTER 9: HOW CAN I MAINTAIN MY IDEAL WEIGHT?

Behavior Change Activities

- Evaluating Eating Habits. Have students look at their first Point Reward Sheet and write down all of the ways in which their eating behaviors have changed. For example, students may note that they no longer eat while watching T.V. or have "midnight snacks." Have each student circle the behavior changes that they are committed to maintain permanently, even after their ideal weight has been reached. Finally, have students share their responses to this activity.

- The Weekly Checkup. Discuss the importance of constantly examining your own behavior to maintain the changes you've made in your eating habits. Suggest that students select a close friend or spouse to talk with them weekly about their weight maintenance program. A simple question, such as, "Are you still walking everyday?" can act as a helpful reminder to those trying to maintain their ideal weight.

- Adjust Rewards. When we first begin a weight control program, we regularly reward ourselves for changing our "fat" habits. For cutting out bedtime snacks we may reward ourselves with a new pair of shoes. But as we approach our ideal weight, we should reexamine our reward system. Perhaps we have all of the clothes we presently want or need (because we've been rewarding ourselves with new clothes each week.) Finding new rewards is important if students are to maintain their ideal weight. Brainstorm with students rewards they might want for maintaining their weight.

- Maintaining Your Ideal Weight. Introduce this chart found in the student manual.

CHAPTER 9: HOW CAN I MAINTAIN MY IDEAL WEIGHT?

Nutrition

- How Much, What Kinds? One of the most difficult challenges for someone who has recently lost weight is to find the proper diet that will maintain that weight. Students should be given an opportunity to plan balanced meals (using the exchange system) for the amount of calories they think they will need to maintain their ideal weight. Have students prepare several diets for different caloric intakes. Emphasize that foods should be the ones students enjoy and can afford. Discuss several of their diet plans with the class.

- Visits from Former Students. Ask students to return to class who have maintained their ideal weight for one, two, even five years. Ask them to share their secrets with the class for maintaining ideal weight. Emphasize the importance of all three components in a maintenance program (behavior change, fitness, and nutrition).

- Interview. Encourage students to interview someone who has maintained an ideal weight for one or more years. You may choose to give each student a prepared interview form or simply give them suggestions for questions they may ask. After students have conducted the interview, discuss their experience in class.

CHAPTER 9: HOW CAN I MAINTAIN MY IDEAL WEIGHT?

Fitness

- How Fit? Anyone who begins a fitness program finally has to come to grips with the question of, "How fit do I want to be?" The answer is different for each person. Some will want to build up to entering a marathon; others will be happy with regular walking routine. Ask students to determine the level of fitness they each want to maintain. Have them share their decisions. Discuss the reasons for students' different decisions regarding fitness maintenance level.

- Weekly Goals. Encourage students to set weekly goals to maintain their fitness program. If they want to maintain their present fitness level, they may choose to do an aerobic exercise for 30 minutes three times per week. If they want to continue to increase their level of fitness, they may set a goal of 30 minutes of exercise daily. Have students share their fitness goals. Emphasize the importance of continuing to set these goals in the future.

- Why Did I Stop Running? Many people have begun a fitness program, but few maintain it over long periods of time. Discuss with students the common reasons for waning in a fitness program. Have students share their own problems with fitness. Discuss the importance of regularly reanalyzing your fitness program and adding new exercises that increase motivation.

Appendix A

Behavior Change Materials

BEHAVIOR CHANGE

Books

BEHAVIOR CHANGE
Bauff International Conference on Behavior Modification, 4th, 1973.

BEHAVIOR CHANGE THROUGH SELF-CONTROL
Goldfried, M. R. and Merbaum, M. Eds. - New York: Holt, Rinehart and Winston, 1973.

BEHAVIORAL APPROACHES TO WEIGHT CONTROL
Abramson, E. E. New York: Springer Publising Co., 1977.

BEHAVIORAL SELF-MANAGEMENT: STRATEGIES, TECHNNIQUES AND OUTCOMES.
Stuart, R. B. New York: Brunner/Mazel, 1977.

BEHAVIORAL SELF-CONTROL
Thoresen, C. E. and Mahoney, M. J. New York: Holt, Rinehart and Winston, 1974.

SELF CONTROL: POWER TO THE PERSON
Mahoney, M. J.; Thoresen, C. E. Monterey, California.: Brooks/Cole Publishing Co., 1974.

SELF-DIRECTED BEHAVIOR: SELF MODIFICATION FOR PERSONAL ADJUSTMENT.
Watson, D. L. and Tharp, R. G. Monterey, California: Brooks/Cole Publishing Co., 1977.

Films*

YOU PACK YOUR OWN CHUTE - 30 min. - 1974
A film which motivates one to want to overcome challenges.

EMMIT SMITH STORY, BRIGHAM YOUNG UNIVERSITY - 30 min. - 1979
A true story about someone who overcomes a great personal challenge. Will help motivate students to want to try harder and not give up.

KILLING ME SOFTLY
A film showing the negative effects of advertising on women. Can be used to demonstrate the incorrect reasons many women have for losing weight.

*Available through Brigham Young University, Audio Visual Services, 290 Herald R. Clark Building, Provo, Utah 84602

WHY DO YOU BUY? - 9 min. - 1971

A consumer education film illustrating that besides buying for primary needs such as to feed and clothe ourselves, we also buy because of secondary needs such as love, satisfaction, acceptance.

REINFORCEMENT IN LEARNING AND EXTINCTION - 8 min. - 1956

Shows how behavior that is reinforced does get learned while nonreinforced behavior is extinguished. Demonstrates this general principle with both humans and pigeons.

Appendix B

Nutrition Materials

NUTRITION

Books

NUTRITION EDUCATION MATERIALS
Education Materials, National Dairy Council, 6300 North River Road Rosemont, Illinois 6018 (or through your State Dairy Council)

APPLIED NUTRITION
Wayler, T. J. and Klein, R. S. New York: Macmillan Co., 1965

FOOD AND MAN (2nd Ed.)
Lowenberg, M. E. et. al. New York: John Wiley and Sons, 1974

FOOD FACTS AND FALLACIES
Fredericks, C. New York: Arco Publishing Co. Inc., 1976

FOOD FUNDAMENTALS
McWilliams, M. New York: John Wiley and Sons, Inc., 1974

FUNDAMENTALS OF NORMAL NUTRITION
Robinson, C. H. New York: Macmillan Co., 1973

GETTING THE MOST OUT OF FOOD
Vanden Berghs and Jargens Limited, 1974

LET'S TALK ABOUT FOOD: ANSWERS TO YOUR QUESTIONS ABOUT FOOD AND NUTRITION
White, P. L. and Selvey, N. Acton, Massachusetts: Publishing Sciences Group, Inc., 1974

NUTRIENTS IN PROCESSED FOODS
White, P. L., Fletcher, D. C., Ellis, M. Acton Massachusetts: Publishing Sciences Group, Inc., 1975.

NUTRITION AND DIET THERAPY
Williams, S. R. Saint Louis, Missouri: The C. V. Mosby Co., 1973

NUTRITION AND THE ATHLETE
Morella, J. J. and Turchetti, R. J. New York: Mason/Chanter, 1976

NUTRITION, BEHAVIOR AND CHANGE
Gifft, H. H., Washburn, M. B., Harrison, G. G. Englewood Cliffs, New Jersey: Prentice-hall, Inc., 1972

THE COMPLETE HANDBOOK OF NUTRITION
Null, G. and Null, S. New York: Robert Spiller and Sons, Publishers, Inc. 1972

Films

NUTRITION: FUELING THE HUMAN MACHINE - 18 min. - 1977
Brigham Young University, 290 Herald R. Clark Building, Provo, Utah 84602.

"GOOD SENSE AND GOOD FOOD: THE FASCINATING STORY OF NUTRITION"
Part 1: Man, Plant and Animal
Part 2: The Chemistry of Foods
Part 3: The Cell Assimilation of Nutrients
Part 4: Nutrition and Malnutrition
Walt Disney Education Media Company
500 South Buena Vista Street
Burbank, CA 91521

"FOODS, FADS, AND FALLACIES" - 17 min. - 1973
Part 1: I Eat What I Like, Regardless
Part 2: Food Fads: You Bet Your Life
Part 3: Is Natural Healthy?
Part 4: Is There a Perfect Diet?

"EATING ON THE RUN" - 15 min. - 1974
Alfred Higgins, 9100 Sunsed Blvd.
Los Angeles, CA 90069

FOOD FOR LIFE - 22 min. - 1969
Compares the food practices and problems of four teenagers from diverse backgrounds.

ALL AMERICAN MEAL - 11 min. - 1974
Hamburger, soft drink, and fries make up the "All American Meal." The lifestyle which centers around the fast foods emporium illustrates the sociologic aspects of nutrition.

FOOD LABELING: UNDERSTANDING WHAT YOU EAT - 11 min. - 1973
By examining the process of labeling foods, this film raises some fundamental questions concerning nutrition. What should you be looking for in a given product, and how can a label help you find it?

FOOD: MORE FOR YOUR MONEY - 14 min. - 1974
Shows in a humorous way how to obtain the most nutrition for your money when shopping for food.

FOODS AND NUTRITION - 11 min. - 1940
A study of metabolic processes showing the distribution of carbohydrates, fats, proteins, minerals, vitamins, etc., through the body.

CALORIES: ENOUGH IS ENOUGH - 12 min. - 1974
Explains what calories are and the relationship between calories and weight gain or loss.

FOODS: FADS AND FACTS - 17 min. - 1973

Demonstrates that nutritious foods may be purchased at a regular market and that it is unnecessary to buy at expensive health food specialty stores.

EATING ON THE RUN - 15 min. - 1974

Explains the importance of eating well-balanced meals and the kinds of snacks which are fast, tasty, and nutritious.

FAT FIGHTERS - 24 min. - 1971

Points out reasons for overeating and problems of weight control in overweight girls. Uses actual cases of college girls participating in a weight reduction program.

FOR TOMORROW WE SHALL DIET - 24 min. - 1976

A young woman decides to lose 20 pounds and discovers the relationship of caloric intake to energy output. Nutrition, exercise, eating habits, and fad diet dangers are covered.

HOW A HAMBURGER TURNS INTO YOU - 19 min. - 1969

A twelve year old boy eats a hamburger and learns how he uses protein. The film traces the metabolism of protein from digestion to its resynthesis in the cells according to DNA direction.

LET EAT FOOD - 35 min. - 1976

Speaks to us about today's eating habits, what they mean to our individual and national health, and how we can encourage good eating without sacrificing good taste. Noted authorities discuss the American food environment and the link between good health and sound nutrition.

MAN: THE INCREDIBLE MACHINE - 26 min. - 1975

Varied techniques of photography, cinematography and body paint illustrate different body activities. Circulation, breathing, the senses, eating and movement are the major areas covered.

NUTRITION AND METABOLISM - 14 min. - 1962

Distinguishes between basal and active metabolism. Expresses energy requirements of metabolism in units of calories. Discusses chemical substances which comprise all natural foods (fats, proteins, carbohydrates, vitamins, and minerals) showing how they provide for growth and repair.

NUTRITION: FUELING THE HUMAN MACHINE - 18 min. - 1977

We often labish special care on our mechanical devices and ignore the needs of our own elegant bodies. Balance and variety are stressed over any specialized diet. The posible dangers of food additives and sugar and the need for exercise are discussed.

NUTRITIONAL QUACKERY - 20 min. - 1968

A health quack expounds the four favorite myths of nutritional quackery: the diet-disease myth, the soil depletion myth, the over-processing myth, and the subclinical deficiency myth.

OWL AND FRED JONES - 14 min. - 1959

Mr. Owl, the critic impresses Mr. Jones that he needs to adjust his eating habits for his health's sake.

READ THE LABEL SET A BETTER TABLE - 14 min. - 1974

Dick Van Dyke presents a fast-paced look at ideal labelling and identifies the items which must appear there under new federal laws.

SNACKS COUNT TOO - 10 min. - 1975

It is important to decide beforehand the things you will allow on your snack list. Some guidelines are provided here.

VITAMINS FROM FOOD - 18 min. - 1967

Reenacts the drama surrounding the discovery of vitamins. Coenzyme function in metabolism is shown in animated scenes.

Appendix C

Fitness Materials

FITNESS

Books

THE COMPLETE BOOK OF PHYSICAL FITNESS
Fisher, A. G. and Canlee, R. K. Provo, Utah: Brigham Young University Press, 1979

EXERCISE YOUR WAY TO FITNESS AND HEART HEALTH
Lenore R. Zohman, M.D., Mazola Corn Oil, a Unit of Best Foods, CPC International Inc.

AQUA YOGA
Beck, C. New York: Drake Publishes Inc., 1976.

DR. MARCHETTI'S WALKING BOOK
Marachetti, A. New York: Stein and Day, 1980

ENERGETICS
Agress, Clarence M., New York: Grossett & Dunlop, 1978

HEALTH AND FITNESS THROUGH PHYSICAL FITNESS
Pallock, M. C., Wilmore, J. H., Fox, S. M. New York: John Wiley and Sons, 1978

MOVE IT: PROVEN EXERCISES FOR FAMILY HEALTH AND FITNESS
Jacobson, P. C. and Vance, B. Salt Lake City, Utah: Bookcraft, 1978

TEENAGE FITNESS
Prodden, B. New York: Harper and Row, Publishers, 1965.

THE COMPLETE BOOK OF WALKING: FOR SLIMMING DOWN, SHAPING UP AND FEELING GREAT
Dreyfack, R. New York: Farnsworth Publishing Co. Inc., 1979

TOTAL WOMAN'S FITNESS GUIDE
Shierman, G. and Haycock, C., Mountain View, CA: World Publications, Inc. 1980

TOWARD FITNESS: GUIDED EXERCISE FOR THOSE WITH HEALTH PROBLEMS
Canter, R. C. New York: Haman Sciences Press, 1980

Films

RUN MILLIE RUN
Brigham Young University, 290 Herald R. Clark Building, Provo, Utah.

FAMILY RECREATION - 28 min. - 1977
With inventive use of inner tubes, progosticks, and old aircraft carrier restraining cables many new games result. Making good use of yard and

family room spaces round out this silent film summary of the life work of Alma Heaton.

PHYSICAL FITNESS AND GOOD HEALTH - 10 min. - 1968

Deals with the importance of keeping the body physically fit. Stresses the value of exercise which keeps the heart and other muscles functioning properly. Animation and live action.

SPORTS FOR LIFE - 22 min. - 1976

As nine people enjoy the sports they have chosen for themselves, they discuss the value of exercise for physical health, the opportunity to escape from everyday problems, the need for competition, the development of self-reliance and self-discipline, and how team sports help them function with other people.

RUN DICK, RUN JANE - 20 min. - 1971

A documentary film showing the physiological benefits of regular exercise. Dr. Kenneth Cooper, director of Aerobics Institute, narrates the film which illustrates through laboratory statistics and actual case studies the benefits of a personal fitness program. Shown in the film is a 104 year old man who runs five mimles every day.

BIGGER, FASTER STRONGER - 24 min. - 1974

Power weight lifting is given a light-hearted treatment in this film as its effects are shown in the extended capabilities it develops in practitioners.

Appendix D

General Weight Control Materials

GENERAL WEIGHT CONTROL

Books

ACT THIN, STAY THIN: NEW WAYS TO LOSE WEIGHT AND KEEP IT OFF
Stuart, R. B. New York: Norton, 1978

FAT FREE: COMMON SENSE FOR YOUNG WEIGHT WORRIERS
Gilbert, S. D. New York: Macmillan, 1975

HOW TO LOSE WEIGHT THE ACTION WAY
Francie M. Berg, Flying Diamond Books, RR 2 Box D 301, Hettinger, ND 58639, 180

SLIM CHANCE IN A FAT WORLD
Richard B. Stuart and Barbara Davis, Research Press 2612 North Mattis Avenue, Champaign, Illinois 61820, 1979

TAKING CHARGE OF YOUR WEIGHT AND WELL-BEING
Nash, J. D. and Ormiston-Long, L., Palo Alto, CA.: Bull Publishing Co., 1978.

THE ABSOLUTE ULTIMATE FINAL AND CONCLUSIVE EXERCISE AND WEIGHT CONTROL PROGRAM
Dr. Garth Fisher, Covenant Recordings Inc., Salt Lake City, Utah 1981. (Two Cassette tapes)